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ABSTRACT

This report presents case studies of 10 colleges participating in the Neylan Minorities Project. The Neylan colleges consist primarily of colleges and universities founded by Catholic communities of religious women. This project's goals were to increase the pool of minority students with potential to move from the secondary level into college; to increase the enrollment of minorities in college, and to increase the proportion of minority students who graduate from these colleges. Using instruments designed by a Neylan member to measure institutional readiness for undertaking minority focused programs and to measure the success of such programs, each participating program evaluated its own success in recruitment and retention of minorities. Participating institutions included the following: Alverno College, Milwaukee, Wisconsin; Barry University, Miami, Florida; The College of New Rochelle, New Rochelle, New York; Emmanuel College, Boston, Massachusetts; Heritage College, Toppenish, Washington; Madonna University, Livonia, Michigan; Mount St. Mary's College, Los Angeles, California; Mundelein College of Loyola University, Chicago, Illinois; Our Lady of the Lake University, San Antonio, Texas; the College of Mount Saint Joseph, Cincinnati, Ohio. Copies of the institutional readiness assessment, the faculty staff survey and a student survey are included. (JB)

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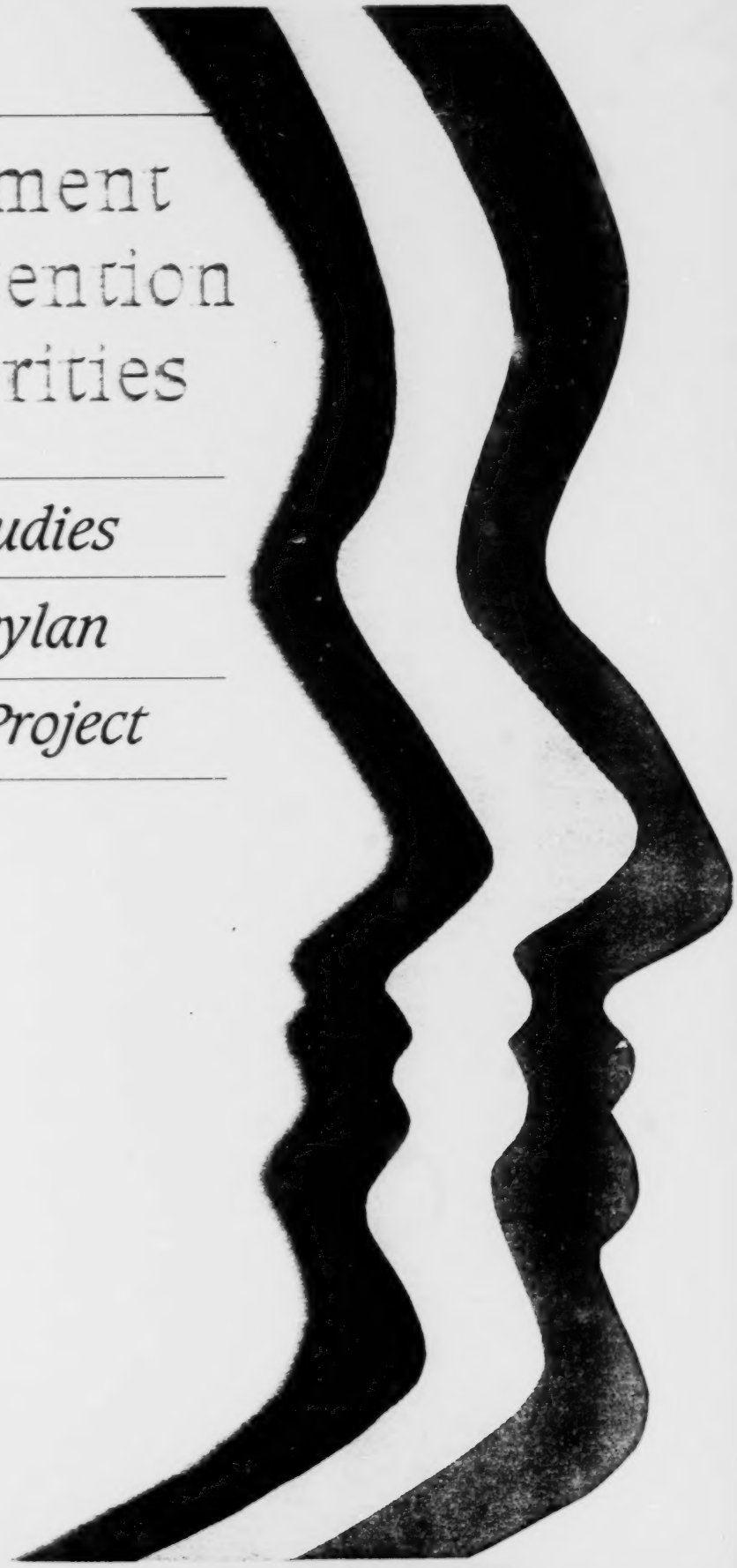
Recruitment and Retention of Minorities

Ten Case Studies from the Neylan Minorities Project



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Recruitment and Retention of Minorities

Ten Case Studies from the Neylan Minorities Project

Association of Catholic Colleges and Universities
(A Department of NCEA)
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INTRODUCTION

The Neylan Colleges

The purpose of the Neylan colleges is to help shape the changing role of women in society, the evolving forms of ministry in the church, and the emerging networks in higher education. The work of the Neylan colleges is carried on by an eight-member commission working within the Association of Catholic Colleges and Universities.

The history of the Neylan colleges began in 1978 when the presidents of 15 colleges and universities founded by communities of religious women came together in an informal group to seek ways to enhance their educational leadership. Between 1978 and 1983, the group organized and prepared for a national conference to bring together women religious engaged in the work of higher education and, particularly, those affiliated with colleges sponsored by their own or other religious communities. The first national conference took place at Marymount College in 1983. Subsequent meetings were held at Alverno College in 1986 and the College of Notre Dame in 1989. To assist sisters in their ministry of higher education, Genevieve and Edith Neylan left a small trust fund; hence the name "Neylan."

Today some 120 colleges involved in collaborative projects under the name of Neylan are spread across the United States. Many are women's colleges, while others are coeducational. Neylan colleges are distinguished by campus cultures strongly influenced by the religious communities which founded them. They have strong teaching traditions in liberal and fine arts, teacher education, nursing, the education of women in mathematics and science, and in the emerging field of adult education. They have demonstrated exceptional sensitivity in programming for adult students who return to their studies.

Because of the worldwide network of their religious communities, these colleges have been particularly involved in providing a global perspective to both faculty and students. Because of their experience as educators of women at a time when women could not even vote, they are leaders in outreach to marginal groups today.

The current projects in which Neylan colleges and universities are collaborating focus on recruitment and retention of minority students; education curriculum for teachers, nurses, and adults; mathematics and science education;

and global studies. By thus capitalizing on proven strengths, the Neylan Commission encourages the formation of supportive networks to increase their collective effectiveness.

The Neylan College Minority Project

As studies of demographic trends clearly attest, the number of minorities in the United States is increasing. By the year 2010, thirteen states will contain nearly half of the nation's total youth population, of which nearly 39 percent will be minority. There will be 2.6 million more Hispanics; 1.2 million more African Americans; 600,000 more Asians, Native Americans and others; and 3.8 million fewer Caucasians.

At the same time, the enrollment of minorities in colleges and universities has not kept pace, and in some instances has actually decreased. During the 1980s, college enrollment rates for some minority groups declined by as much as 15 percent. Graduation rates also dropped. In 1987, minorities earned only about 12 percent of all baccalaureate degrees awarded in the United States. According to Bureau of the Census data, college enrollment rates for African Americans dropped from 33.5 percent in 1976 to 26.1 percent in 1985. Hispanic figures show a decline in the same period from 35.8 percent to 26.9 percent. In addition, many minority students go on to two- rather than four-year institutions—over half of Native American and Hispanic, and 43 percent of African American and Asian students—as compared to 36 percent of Caucasian students.

One reason for the low enrollment of both Hispanic and African American students is their high dropout rate from high school. Between 1985 and 1989, the number of 18- to 24-year-old Hispanics who had completed high school decreased by 7 percent, from 62.9 to 55.9 percent. At the same time, the number of 18- to 24-year-old African American students completing high school increased only slightly, from 75.6 to 76.1 percent. Furthermore, in 1989, of those Hispanic and African American students who did graduate and enter college, the rate of persistence was significantly less than that of their Caucasian or Asian classmates. Of the 1980 high school graduates who enrolled in four-year colleges full-time immediately after completing high school, 42.3 percent of Hispanics and 43.5 percent of African American students persisted through four years, as compared to 54.3 percent of Caucasians and 60.9 percent of Asian Americans.

In the face of these data it is clear that specialized programs and support systems are extremely important if we are to improve the recruitment and retention of minority students in our colleges. Such support comes from the commitment on the part of administrators and faculty to address these students' individual needs and to pay attention to questions of motivation, self-esteem, family environment, cultural background, and financial and remedial requirements.

It is our belief that the Neylan colleges are uniquely prepared by their own histories and missions to provide that kind of stimulation and support in a way that is both sensitive and realistic. Within the larger cohort of Catholic colleges and universities, nearly all of the 120 Neylan group members were founded by communities of women religious to serve women from immigrant families, or women who were the first in their families to seek a college education. When they were founded (for the most part in the first half of the 20th century), no

other institutions were available to these women who desired an education under Catholic auspices. Beginning in the 1960s, however, their focus began to change. Many became coeducational, and others reached out to serve an adult population, mostly women, who had not been able to secure a college education earlier in their lives. The changing student body also included a new "first generation" of students from the African American, Hispanic, Asian, and Native American communities. Our most recent data indicate that 20 of the Neylan colleges have more than 20 percent minority students, a figure far better than the national average. Five of them have minority enrollments of over 50 percent. Others have been making steady efforts to reach out to these new populations.

In 1986, at the second Neylan Conference, the delegates agreed to undertake some collaborative programs on behalf of women from minority groups in this country, and/or women in third world countries. The first endeavor was the Neylan Minority Project, begun in 1988. The objective was to disseminate models of successful minority access programs. A survey of the Neylan colleges was conducted, and ten schools reporting successful programs were selected for inclusion.

A project was then designed, partially funded by the Ford Foundation, to prepare instruments to measure the "success" claimed by these colleges—by measuring institutional readiness for a program focusing on the recruitment and retention of minorities and by assessing student and faculty perceptions of the effectiveness of existing programs and outcomes. One of the ten, Mount St. Mary's in Los Angeles, already was involved in the development of such instruments. The other nine, therefore, agreed to utilize these instruments on their own campuses and work toward collaborative dissemination of the results. Since diversity among the ten schools was an important consideration in their selection, the colleges could use the instruments as designed or modify them in a way appropriate to their own campus. (These instruments are included as Appendix A.) Each college was asked, after measuring "success" as determined in its earlier self-study, to submit a summary report on the results of the measurement outcomes to the Neylan Commission.

To accelerate the process of full incorporation of minority students into other Neylan colleges and into other postsecondary institutions, the Neylan Minority Project is disseminating its findings. This publication is designed to give information about each of the ten programs indicated, and provide the contact persons on each campus who are willing to act as mentors to establish or improve programs at other colleges or universities. The ten institutions represented here are Alverno College; Barry University; The College of New Rochelle; Emmanuel College; Heritage College; Madonna University; Mount St. Mary's College; Mundelein College of Loyola University; Our Lake of the Lake University; and The College of Mt. St. Joseph.

The goals of the Neylan Minority Project have been and will continue to be:

1) To increase the pool of minority students with potential to move from the secondary level into college;

2) To increase the enrollment of minorities in college, especially in the four-year colleges of the Neylan group; and

3) To increase the proportion of minority students who graduate from these colleges.

As this project demonstrates, collaboration will be the factor that distinguishes the Neylan college programs from many other programs and, at the same time, assures their success. We believe that sharing their stories through this publication will multiply the effects and provide role models for not only the remaining Neylan colleges but for other colleges as well.

The Neylan colleges owe a debt of gratitude to two recent chairs of the Neylan Commission, Brigid Driscoll, RSHM, and Jacqueline Burns, SC, for their tremendous personal contribution of time and energy to the shepherding of this project. Magdalen Coughlin, CSJ, assisted us in the securing of the Ford Foundation grant and the development of the instruments used at Mount St. Mary's. Other financial support came from several religious communities and the Archbishop's Fund for Sisters as well as many "in kind" contributions from the participating institutions. Research was done by Carol Johnston, Jane Forni, and Mary Sarah Fasenmeyer, SC. The overall coordination of the publication was done by Ann Fecher, and the production was completed by Patricia Feistrizer, director of communications for NCEA.

Alice Gallin, OSU
Executive Director, ACCU

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ALVERNO COLLEGE

Alverno College, located in Milwaukee, Wisconsin, is an independent, four-year liberal arts college for women of all ages, races and financial means. Alverno's enrollment of 2,400 students is equally divided between traditional weeklong programs and weekend programs. Of the 2,400 women, about 75% are the first of their families to attend college; about half of the students are over 23 years of age; many are employed, often full-time; and many shoulder responsibilities for families.

Throughout the college's history, but in a very intense way for the past eighteen years, Alverno faculty and staff have combined energies, talents and leadership to design a curriculum that enables students to learn how to learn, how to access and manage information, and how to apply it in their daily lives, both professional and personal.

Integral to all courses of study at Alverno is an emphasis on the development of eight critical abilities. These abilities give backbone to the curriculum and provide a common purpose for teaching and a framework for learning. Students must demonstrate how they have mastered the subject matter and those eight abilities. A performance-based assessment process immerses students in their own learning and is woven through all courses and activities.

"The student, her learning, and her personal and professional development, then, are the central focus of everyone associated with Alverno." This philosophy, which is stated in Alverno College's mission statement, has successfully guided and directed our recruitment and retention of all students: African American, Asian American, Caucasian American, Hispanic American, and Native American. We would like to highlight how this philosophy and its implementation have specifically assisted us to be successful in the recruitment and retention of four of the population groups named above: African American, Asian American, Hispanic American, and Native American.

Since its founding, the college has paid attention to the educational needs of women and worked to offer an affordable college education to students, most of whom have been the first in their families to attend college. For many years,

Alverno has also sought to reflect in its student body the ethnic and racial population mix of American society. Some of the results of these efforts are evident in the increased racial diversity in the 1990 student body as contrasted to our student body in 1980-81.

	Semester I 1980-81		Semester I 1990-91	
* African American	61	4%	325	13%
* Asian American	8	1%	29	1%
Caucasian American	1272	93%	1939	80%
* Hispanic American	13	1%	94	4%
* Native American	2	0%	14	1%
Not given	7	1%	13	1%
TOTAL Students	1363	100%	2414	100%
* TOTAL Minority Students	91	6%	462	19%

Because the student and her learning are the central focus at Alverno, recruiting a student and retaining her become for us a "hand in glove" operation. "If...then..." statements direct our recruitment and retention efforts. "If" we recruit this student, "then" what must the college do to help her be successful, stay in school and graduate. At Alverno, success is, therefore, defined as earning a degree within any number of years. Our work on behalf of the population groups discussed here indicates some success, as well as the need to continue to identify strategies that will assist a student to stay in school, be successful, and graduate.

Retention Rate (including graduation) 1980-1989 Average

All full-time students	66%
Caucasian American students (full-time only)	70%
African American, Asian American, Hispanic American, Native American students (full-time only)	54%

We attribute the recruitment increase and the successful retention and graduation rates of all of our students to the interplay of many separate factors. Although most features were not designed specifically for the sake of these populations, some of them have had a particularly positive effect on the recruitment and retention of African American, Asian American, Hispanic American, and Native American students.

1. In 1980, a minority recruiter-counselor position was created as a joint position in the admissions and academic services departments. The primary focus of this position has been networking in the Milwaukee

community with African American, Asian American, Hispanic American, and Native American agencies, committees, and individuals with a view to increasing community confidence in the Alverno College environment and academic programs. The minority recruiter-counselor also began to offer some classes in our non-credit adult enrichment division that enabled adult learners from these communities to begin a relationship with the college in a supportive environment that might ease their return to school.

2. In 1977, the academic support programs that existed for Alverno students were organized into one department, the Instructional Services Center, ISC. ISC has two distinct components: a) a pre-college program for students who cannot be accepted to Alverno because of weak backgrounds in reading and writing and b) support courses for accepted and continuing students who require further development in reading, writing and math. As the program grew, classes in algebra, thinking skills, and English as a second language were added. New programming was incorporated which includes course tutoring, study groups, study skills, and the Student Potential Program—a behavioral event interview that is used as an alternative means of meeting admissions criteria. This institutional response to the increasing numbers of under-prepared students who were seeking a college education is one of the factors in the college's enrollment growth in the 1980s. We find that these services are needed by greater numbers of students regardless of age, race, ethnicity, geography, or economic status.

3. From the summer of 1981 to May 1985, we targeted an exclusively minority group of students for the pre-college program which had been operating successfully with all Alverno applicants. For this group a college application and practice class was added to the pre-college program that included study skills presentations, role model panel discussions, and introduction to careers. The program was called QUEST and scholarships became available to minority students. While this did assist us in our minority student recruitment, we concluded that offering separate services for a particular group was not in the best interest of the institution because other women needed the services as well. Therefore, the pre-college program for all students was expanded to include the college application and practice class. Since that time, every ISC program has been made available to all students who need it.

4. We perceive that two features of the ISC program are critical to the retention of our degree-seeking students: a) When an accepted student is identified as having an area of academic weakness, the support class she needs to address that weakness is required, not recommended. b) A level of proficiency in reading, writing, and math has been identified as the required outcome of these support classes, and achievement of it is prerequisite to advancing beyond the first year.

5. The classes taught through ISC carry zero credit because they are not college level courses. One consequence of this is that financial aid is not available for these classes. The fee for the pre-college classes has been kept to a minimum, currently $80 per course. The fee is waived for students enrolled

in credit classes. The institution is committed to keeping these classes affordable. A special service grant that the college received from 1980-1987 assisted in the expansion and development of the program.

6. For nine years faculty across all disciplines who teach new students (informally known as "teachers of new students") have met weekly over lunch to discuss issues related to new students. Some agenda items have related to multicultural concerns. For example, non-standard English usage by both non-native English speakers and minority students has been discussed and instructional strategies designed and implemented.

7. It is a recognized responsibility of each Alverno employee to consider how the strategies, services and systems in their department or classroom assist each student to stay in school. The college has had an office of multicultural services since June 1982. It is staffed by one professional who serves as a resource to the college community for curricular recommendations, in-service presentations, and occasional event planning to assist the college to reflect accurately the culture of its student body in its teaching/learning process and its community activities.

   Our most recent college-wide effort is the creation of a multicultural council. This group, established in May 1990, involves all sectors of the college community in a continuing public dialogue, providing opportunities to create a common language and basis for understanding as we address the issues unique to our experiences of diversity.

8. In 1983, a college-wide retention committee was established. It is responsible for reviewing Alverno's retention statistics and considering the need for new or revised programming for students or student groups where retention might be improved.

   A significant effort of the retention committee has been the creation of a "student on leave" program which serves students who need to drop out one or more semesters. This program continues the college's relationship with the student through a mailing sequence including the course offering booklet, college periodicals, and letters from various college officials. This increases the student's sense of belonging which, in turn, improves her chance of returning to complete her degree.

9. Assisting a student to stay, be successful and graduate cannot realistically be accomplished through one office, nor many offices working separately. At Alverno, cross department agreement on common goals also contributes to our recruitment and retention success. The cross department committees below are a sample of the way we approach tasks, as well as a way we monitor how well we are doing. The committees include college-wide representation from faculty and administrative departments.

Advising Committee:	This committee oversees the advising functions across the college.
Enrollment Management Committee:	The committee identifies areas that need new or revised systems and offers feedback to departments considering new ideas.
Childcare Advisory	The committee reviews the policies of

Committee:	childcare services and develops strategies to meet the childcare needs of students, faculty and staff.
New Asian American Student Committee:	This group plans for the recruitment and retention of the new Asian American population.
Student Support Group:	This committee meets weekly to discuss concerns that might hamper an individual student's success, and to develop strategies to meet the needs of the students.

10. The faculty and academic staff meet three times annually to work on college curricular issues in a series called the Alverno Institute. In addition, special workshops are scheduled each semester. We have used these regular all-college institutes as opportunities for presentations on multicultural issues, including gender, racial, and second language concerns.

Is it working? Yes. Is there more to do? Yes.

Our first goal is to increase the retention rate of all African American, Asian American, Hispanic American and Native American groups so that it is comparable to that of the Caucasian American group. Our second goal is to increase the retention rate of all entering students. Although we recognize that there are many factors in society and in our students' lives that contribute to student attrition, we are committed to achieving these two goals.

For additional information, contact:
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BARRY UNIVERSITY

Located in Miami, Florida, Barry University is an independent, coeducational Catholic institution offering both undergraduate and graduate degree programs. Its diverse student body includes traditional and non-traditional students. Barry has an enrollment of 5,900 students comprised of 4,300 undergraduates and 1,600 graduates. More than 40 percent of the student body is minority and is represented by Hispanics, Haitians, African Americans, Island blacks, and Central and South Americans. The university has an annual retention rate of 85 percent.

Barry, recognizing the growing number of non-traditional age students, expanded the Miami Education Consortium into the school of Adult and Continuing Education (ACE). The school operates on a 12-hour a day, 12-month a year schedule to accommodate this expanding need. Geographically, the campus has expanded into South Dade, Lee, Broward, and St. Lucie counties. In the past decade the student body has increased almost three-fold, while the percentage of minority students has increased from 21 percent in 1981 to more than 40 percent in 1990. Despite this phenomenal growth, Barry has maintained its high quality of education and retained its student/teacher ratio of 14 to 1.

The faculty has been significantly increased; 75 percent have doctorates or equivalent terminal degrees. Library holdings have tripled while the library-loan system has been electronically connected to 13 other libraries.

The caring environment of the campus is extended by the students not only to each other but also into the community, as witnessed by the more than 30 community service projects undertaken this past year. Tutoring underprivileged elementary students, assisting the hungry and the homeless, and sponsoring recycling projects are but a few community services provided by Barry students.

Among the goals Barry University strives to attain are to contribute to international understanding, world peace and community awareness by providing an international dimension to its student body and educational curricula; to demonstrate concern for the individual in an atmosphere in which students, conscious of their own dignity as persons, become aware of their attendant

responsibility toward other persons and toward the environment; and to encourage its students to assume leadership in religious, social, economic, and political affairs as a means of effecting needed social change.

These goals speak of Barry University's general mission. In addition, the university has made a specific effort to recruit minority students in the sciences. One funded program provides 45 minority students a year with a six-week program to strengthen their academic skills. A second program provides a six-week summer bonus program in marine science research for minority high school students. Upper division college study is supported by a funded program that provides full tuition and research stipends for ten majors at the junior and senior level for as long as two years of study.

In addition, there are a variety of more general support programs provided. Included among them are a pre-entry remedial summer program for students not yet ready for admission; a year-long entry program that includes remedial classes, tutoring, and computer assisted instruction; a special orientation for international students that begins prior to the regular orientation, parallels it, and may continue through the first year; special advising for undecided and high risk students; skills development classes, and attention to cross-cultural differences in the classroom.

Ultimately, success for a student is attaining a baccalaureate degree. Numerous programs have been designed to meet this goal. Within Barry University, a significant program designed to provide opportunities in the health sciences is the MARC (Minority Access to Research Careers) program begun 1984. A grant from NIGMS of NIH provides opportunity for minority students to prepare themselves in a specially designed MARC Training Program so that they will be eligible to successfully compete for places in graduate school programs leading to the Ph.D. in biomedical sciences. The program has been designed to provide interdisciplinary (biology, chemistry, psychology, and mathematics) research experience in an undergraduate educational environment to those students interested in research and with the potential to pursue careers in the biomedical sciences. Emphasis is placed on their academic performance in the Pre-MARC Training Program of their freshmen and sophomore years, as well as on their stated desire to continue their education through the successful attainment of the advanced degree. Continual efforts are made to ensure the retention of these students.

Statistical data for minority students are only available for those in the natural science and allied health field. Barry University found that total SAT scores are a statistically reliable predictor of first semester GPA and biology MCAT scores. That is, an incoming freshman with low SAT scores tended to achieve lower GPA and a lower MCAT score. It was also found that final GPAs correlated with the biology MCAT. That is, a graduate with low final GPA tended to perform poorly on the biology MCAT.

Barry concluded that for eleven years their students have maintained stable GPA's, and that these students have achieved scores on nationally standardized exams which are consistent with their overall GPAs.

At Barry, as can be seen from the mean total SAT score and GPAs of minority, non-minority, and for all students in the natural science and allied health fields for the years 1980 through 1990, the minority student scores are consistent with those of all students.

	Mean Total SAT			Mean Final GPA		
	Minority	Non-Minority	All	Minority	Non-Minority	All
1980/90	934	1044	986	3.28	3.32	3.30
Number of Students	62	57	119	93	84	177

Objectives of the program are achieved by (1) close monitoring of individual student performance in the freshman and sophomore years with additional support given if needed, (2) acquisition of needed research equipment, (3) continuous research experience with faculty advisors throughout the duration of the program, (4) continuing evolution of the research methodology course in the curriculum which enhances biomedical preparation, (5) summer research training with external participating institutions, and (6) specific evaluation procedures and constant supervision by the program director, steering committee, outside evaluators, research advisors, and faculty.

The MARC trainees are selected from a pool of students who have demonstrated superior ability and who have maintained a grade point average of B (3.0) or above in science-related courses, have the recommendation of their advisor, and who have exhibited a high degree of maturity and motivation. Admission is limited to ten students meeting the aforementioned criteria. Students coming from a variety of socioeconomic backgrounds are recruited. There have been twenty-one minority students who have pursued the MARC program, all of whom have gone on to medical school, or into a medical/Ph.D. program or graduate school.

Careful selection, monitoring, pre-matriculation courses, and tutorial assistance are methods carefully designed to ensure the retention and success of minority students in this program.

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COLLEGE OF NEW ROCHELLE

The College of New Rochelle was founded in 1904 as a Catholic liberal arts college for women by the religious of the Order of St. Ursula. Today the College of New Rochelle is a comprehensive institution with an enrollment in excess of 5,000 students, 85 percent of whom are women and 55 percent of whom are members of minority groups. The faculty consists of more than 500 full-time and part-time members.

Approximately three-fourths of the student body at the college are undergraduates and one-fourth are graduate students. The college consists of four schools: arts and sciences, nursing, graduate, and new resources. Each school has its own separate dean and faculty. The School of Arts and Sciences and the Nursing School have a more traditional age student body and are 30 percent minority.

Enduring strengths of the college are its sensitivity to the changing educational and personal needs of its students and its response to the evolving educational requirements of society. While almost 90 percent of the college's population in all four schools are adult students already fully engaged in careers and other significant responsibilities, it is primarily through its School of New Resources that it fulfills its mission of reaching out in a new way to a population that traditionally has lacked access to higher education.

The School of New Resources, established in 1972, offers a baccalaureate liberal arts program designed to address the needs of adult students living in a complex diverse urban world. The program and the method of teaching are innovative, flexible, and adult-oriented. Both the learning environment of the school and the respect shown toward the adult student's previous experience make the program uniquely appropriate for the students who come to it.

The degree in liberal arts allows for interdisciplinary areas of interest in letters, social sciences, psychology, communications, and foreign languages. At the same time, the students' career goals are supported by an adult career counseling model called ACCESS. This project helps the student integrate new learning

with the needed skills for a career.

To provide for this diverse and individualized approach, the School of New Resources has 75 full-time administrators and academic staff, 400 part-time and resource faculty, a student body of nearly 3,500, and an alumnae/i body of over 6,000. Participation by faculty and students in the course development process, within the context of the school's curriculum and degree requirements, allows for flexibility in meeting new needs.

The School of New Resources has seven campuses within the New York City metropolitan area. The diversity of the student body is reflective of the locales, ranging from the suburban environment of New Rochelle to the DC 37 headquarters of the Municipal Employees Union in lower Manhattan. The different social, economic and ethnic backgrounds, varied educational experience, and levels of preparation, along with myriad reasons for returning to college, support a flexible student-centered approach where ideas are grasped and transformed through reflection and experimentation, thus expanding the students' perspectives and capabilities.

Success for the School of New Resources not only encompasses the completion of course requirements for graduation, but also the use of the tools to achieve increased self-confidence, better communication skills, more self-awareness, greater independence, better jobs, new friends, and an enhanced appreciation for learning. The evaluation and measurement of success for such a heterogeneous population are difficult to carry out by means of a single uniform measure. Multiple tools are needed to assess effectively the overall learning and educational experience of this disparate student body.

Retention Rate for School of New Resources

	Percent	Population	Graduates
1987-88	78	2928	439
1988-89	79	2890	382
1989-90	81	3311	394
			515 (1990-91)

The most recent survey of graduates of the School of New Resources indicates that 51 percent of the respondents had enrolled in graduate or professional school, while 26 percent had been awarded advanced degrees. More than 50 percent of first time registrants graduate within 5 years or less.

Comparative studies of graduates every five years are conducted with a graduate survey designed by Stevens and Weeks Educational Consulting Association in 1985. In the fall of 1990, both the classes of 1985 and 1990 were surveyed. The survey was mailed to 468 graduates of the class of 1985 with a 23 percent return, and to 394 graduates of the class of 1990 with a 35 percent return.

Of the 1985 graduates, 54 percent have or are about to complete master's degrees. Most of their advanced degrees are in education and social work, others are split equally in the areas of library science, economics, divinity school, and political science. Of the 1985 graduates, 51 percent have indicated they have taken further classes as non-matriculating students. Job satisfaction, career improvement, improved salaries were all reported as outcomes of having

received a baccalaureate degree. In addition, 43 percent of the graduates expressed a desire to serve as mentors to current students.

Since the class of 1990 was surveyed six months after graduation, the responses were not as detailed, but, as expected, the return was greater. Sufficient time had not elapsed for recent graduates to realize either changes in their careers, or programs in their pursuit of an advanced degree. However, 10 percent have enrolled in graduate school, while 56 percent are in the process of enrolling. Thus, 23 percent of the entire class are either enrolled or expecting to be enrolled in graduate school. The class of 1991 will be surveyed five years hence. Graduates have indicated in these responses that the most significant change they have experienced is their idea of who they are.

Although the School of New Resources had copious data and feedback on the students' perceptions of their education, the College of New Rochelle welcomed the opportunity to assess the perceptions of the faculty and staff of the entire college. The instrument to measure institutional readiness for an increase in minority students (see appendix) was sent to 181 faculty and staff with a return of 115, or 63.5 percent.

The faculty and staff thought that the mission statement of the college was indeed descriptive of the goals of the College of New Rochelle concerning minorities, and that the chief administrators had made a commitment to the education of minorities. The perception of faculty, alumnae, and staff as to the efforts to support a diversified student body are more mixed, not a surprising result considering the diversity of the respondents.

Faculty and staff perceived the culture and climate of the campus to be friendly, warm, and conducive to minority achievement. The existence of programs that celebrate diversity were perceived as an advantage.

The respondents considered that the college's efforts in providing academic programming, especially learning support, testing and placement, flexibility of scheduling, and computer literacy were successful. In fact, the assessment indicated that all student services were perceived to be exceptional.

The survey revealed that the faculty and staff acknowledged a commitment to diversifying the student population. It was perceived that the representation of minorities on the faculty and staff still needed improvement.

With nearly twenty years of experience and expansion in the School of New Resources, the College of New Rochelle continues to affirm its commitment to not only providing the opportunity to minorities for higher education, but also making the attainment of this degree possible through extensive student support services. The College of New Rochelle continues to work toward the goal of having this success in all four schools.

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EMMANUEL COLLEGE

Founded in 1919 by the Sisters of Notre Dame de Namur, Emmanuel College in Boston is New England's first Catholic college for women. Since its inception, Emmanuel has maintained a commitment to offering an education to those who otherwise might not have had the opportunity for one. Throughout its history Emmanuel has responded to the needs of each generation of students and maintained its commitment to quality education based on Catholic principles.

As a women's college, Emmanuel has asserted a continuing dedication to educate women of all ages and backgrounds in order to support its conviction that women have the right to pursue a full range of academic, professional, and personal experiences. The liberal arts curriculum has been the foundation of the education Emmanuel has offered to women throughout its history. By offering a variety of career-oriented programs informed by the liberal arts disciplines, the college enables students to prepare for professional fields, while at the same time maximizing skills and knowledge which can be applied to diverse and changing circumstances.

Today the college enrolls over 1200 students, with approximately 900 traditional resident and commuter students, ages 18 to 23, and over 300 adult learners. Twenty percent of Emmanuel's student body is composed of minority students (African American, Asian, and Hispanic) and an additional 9 percent of students are international. The class of students which entered Emmanuel in the fall of 1990 is composed of 34.2 percent minority students: 14.8 percent are African Americans; 7.8 percent are Asians; and 11.6 percent Hispanic students. For the 1989-90 academic year, the retention rate of minority students from freshman to sophomore year was 88 percent as compared with 92 percent for all students.

Emmanuel College defines success for a student as completing the requirements for her degree; transferring to another college in good standing; or withdrawing from the college in good standing.

In the survey of the student body, which Emmanuel conducted as part of the Neylan Minority Assessment Project, Emmanuel students commented that Emmanuel College's most important strengths were: the feeling of togetherness and family community; the rapport with the faculty; the individual attention or personal touch offered by members of the faculty and staff; the size of the school and the inherent values of a women's college; the assistance and support of Emmanuel's advisors; and the excellent academic program. Students and faculty/staff, who also were surveyed, gave similar ratings to campus services and programs, and expressed similar perceptions of the college's strengths, particularly its supportive and caring atmosphere.

Emmanuel has continually made efforts to make its campus atmosphere more supportive of and receptive to ethnic, racial and cultural diversity through faculty and staff development, hiring minority personnel, and providing individual attention to the needs of all the members of the college's increasingly diverse community. For example, on March 20, 1991, Emmanuel held an all-day symposium on discrimination in which students, faculty, staff, and administrators communicated their thoughts and hopes for the further development of Emmanuel's supportive and diverse atmosphere. The program was very successful in opening channels of communication throughout the entire Emmanuel community.

That Emmanuel students are benefiting from these efforts is evidenced by the following figures. In 1984, the college enrolled 10 percent minority students with a 63 percent retention rate; by 1989, the figure had risen to 22 percent minority students with a 84 percent retention rate.

First-time Freshmen to Sophomore Year Retention
Minority Students

Year	Number/Percent Matriculating	Year	Number/Percent Enrolled	Retention Rate
Fall 1984	16 (10%)	Fall 1985	10 (10%)	63%
Fall 1985	17 (11%)	Fall 1986	8 (7%)	47%
Fall 1986	19 (14%)	Fall 1987	15 (14%)	79%
Fall 1987	30 (19%)	Fall 1988	23 (19%)	77%
Fall 1988	34 (22%)	Fall 1989	29 (24%)	85%
Fall 1989	32 (22%)	Fall 1990	27 (23%)	84%

Statistics available on the retention rate for all minority students for the years 1985 through 1989 ranged from 80 percent to 88 percent with a mean retention rate of 84 percent.

Percent of Minority Student Retention for All Minority Students at Emmanuel College Since 1985

Year	Percent Minority Retention
1985-86	83%
1986-87	80%
1987-88	87%
1988-89	NA
1989-90	88% *

* These percentages represent the average of all minority students enrolled in all four classes who have returned for these specific years.

Figures available for the years 1988 through 1990 indicate a steadily increasing graduation rate. The percentages have gone from 31 percent of first-time freshmen in 1988 to 41 percent in 1989 to 42 percent in 1990.

First-time Freshmen to Graduation Rates Minority Students

Class Year	Number/Percent Enrolled	Number Graduated	Currently* Enrolled	Total Retention
1988	16 (10%)	5	0	31%
1989	17 (11%)	7	0	41%
1990	19 (14%)	7	1	42%
1991	30 (19%)	N/A		

NOTE: Students may have transferred to and/or graduated from other four-year institutions.

These increases in enrollment, retention, and graduation rates testify to the recruitment efforts and support services in place for students at Emmanuel.

Sensitivity to students' individual needs and talents begins with Emmanuel's admissions process. For example, the college invites students to spend a weekend on campus to offer them the opportunity to experience Emmanuel College first-hand. This time gives the college staff an opportunity to meet students individually and to focus attention on specific student needs. The admissions office also sponsors several "College Awareness Days." This program allows students from various high schools to visit Emmanuel College for a day, and attend sessions and workshops with admissions staff, faculty, and students. This linkage with secondary schools encourages students who might not otherwise have thought it feasible to consider college.

Academic support is available to all students at Emmanuel. The Academic

Resource Center (ARC) provides help in reading skills, learning styles, test taking, tutoring, and supplemental instruction. Workshops to support the curriculum and individual consultation with students who need additional academic assistance (for example, English as a second language and self-identified, learning disabled international students) are also offered at the ARC. The center is conducted by professionals and by peer tutors.

Also in place for Emmanuel was a federally-funded, three-year program, "Project TRIO: Success for the Self-Determined Student." This program offered diagnostic testing, tutoring, developmental learning, peer support, cultural awareness and validation, and some graduate school application assistance and advocacy to approximately 100 student participants. Although federal funding for the program was not renewed, the college has retained the director of TRIO to continue to assist students who began the program.

Each student at Emmanuel has an advisor who is concerned with her overall adjustment to the college as well as her academic progress. This team of advisors reports to the assistant dean of advising and student retention, maintains frequent contact with faculty, and serves as liaison for the students. In addition to a class advisor, each student has a departmental or major advisor.

Emmanuel's assistant dean of advising and student retention initiates efforts among administrators, faculty, students, and staff to examine the issues surrounding student retention. The office recently conducted a survey of all Emmanuel students to help determine the needs of students who are "at risk" and to gain a better understanding of which elements of an Emmanuel education help encourage students to complete their degrees.

In addition, Emmanuel is a member of the Fenway Retention Consortium, a group of 22 colleges and universities and seven Boston public high schools, whose overall goal is to increase recruitment and academic success of Boston public school minority students attending their institutions.

The enrollment and retention of minority students at Emmanuel is encouraged through a strong financial aid program. During a time of state and federal cutbacks in higher education, which impact most on minority students, Emmanuel has maintained its commitment to meeting 100 percent of the students' demonstrated financial need. This year, over one million dollars in college funds were provided for financial aid.

The intimate and caring environment at Emmanuel College along with the commitment of faculty and administration to encourage students' academic success are key factors in minority student recruitment and retention. As the diversity of Emmanuel's student population increases, reflecting the growing percentage of minorities across the nation, Emmanuel will continue to seek effective and creative ways to respond to the needs of its minority students.

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HERITAGE COLLEGE

Heritage College, founded in 1982, is a coeducational college of 450 undergraduate and 400 graduate students in a Master's Degree in Education program. Located on the Yakima Indian Reservation in Toppenish, Washington, it is the only source for higher education in this rural area. Of the undergraduates, 25 percent are Native American, 22 percent are Hispanic, 6 percent are Asian or African American, and 47 percent are Caucasian. The average student is 35-years-old, usually a single parent or sole supporting parent. The student body varies from 65 to 70 percent women students. Sixty-five percent of the students are below poverty level in income. Of the full-time students, 95 percent are eligible for assistance through Title IV financial aid, even though Heritage tuition is a very low $4,000 per year. All of the students commute to the college; there are no resident facilities.

The definition of success for a Heritage student is continued enrollment in the college, with a minimum of 2.0 GPA, until completion of a baccalaureate program, with allowance for temporary withdrawal for not more than one to two consecutive semesters. Temporary withdrawals are often necessitated by family and/or transportation/monetary crises beyond the control of the student or the college.

In a survey conducted by the college in 1984, 85 percent of the students indicated that they were the first in their family to attempt a four-year degree program.

In the fall of 1990, Heritage College administered the Neylan Minorities Project assessment surveys to their students and faculty. The results indicated that neither parent of 47 percent of the students had completed high school. While 53 percent of the students have no family member, including siblings, who have a two- or four-year degree, 66 percent have a family member who has attended a college. Thirty-seven percent of the students speak a language other than English in the home. This unique student body has been recruited largely through newspaper publicity and talks to local groups, both by college personnel and by selected minority students at the college. This substantial effort to recruit potential students is convincing local persons that a four-year degree is both

reasonable and attainable.

A program with the Yakima public schools has been established to recruit teacher aides who are minorities and prepare them to teach. Included in the teacher education program is a class in multicultural education to prepare these students to teach in this culturally diverse area. All departments within the college have made a specific effort to integrate multicultural issues into their curricula. Internships are completed in multicultural settings such as schools or social service agencies.

The academic skills center conducts an individual student assessment with entering students, and provides remedial assistance or study skills development to these students as needed. The semester to semester retention rate has ranged between 70 and 75 percent.

From the survey administered in the fall of 1990, the students indicated that their satisfaction with Heritage was due to the ease of opportunity to meet with their instructors, to meet with students of similar interest, and to study on campus. The survey revealed that the most important elements in their achievement as college students were the general expertise of the faculty; the clear, direct and easily understood teaching methods employed by the faculty; and the concern for students' individual needs. This caring and conducive climate for learning intensified their decision to continue at Heritage and to pursue their education to its completion. The student body felt that its success was due mainly to the personalized and individualized approach of the college.

Students chose Heritage College because of a desire to qualify for good employment subsequent to graduation and for the financial aid offered. Since its founding in 1982, Heritage has had nine commencements. The enrollment in 1982 was less than 83. The enrollment in fall, 1990, was 450 undergraduates. There have been over 500 degrees awarded, which include BAs, M.Eds (80 percent Anglo enrollees), A.As and certificates for one- or two-year programs. Approximately 40 percent of the baccalaureate degrees awarded went to minority students. Students graduate primarily in teacher education and social services. Ninety-five percent are employed in the area of their choice, in a geographic region that has 13 to 20 percent unemployment overall and 70 percent unemployment for Native Americans.

Heritage College is providing a much needed opportunity for higher education for minority students in an economically depressed area.

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MADONNA UNIVERSITY

Madonna University, located in Livonia, Michigan, is a comprehensive coeducational institution with an enrollment of 4,300 students. There are 3,960 undergraduate and 340 graduate students. Nearly all of the undergraduates are commuters. Madonna has made a commitment to recruiting and retaining minorities. The student body is 12 percent minority, principally African American and Hispanic, along with a small number of Asian and Native American students. The average age of the student population is 29. The minority retention rate is 68 percent as compared to 72 percent for Caucasian students.

The university also has a national program for the deaf with an enrollment of 110 students. There is a special outreach program, now in its fourth year, with 50 Hispanic high school juniors and seniors. Since Madonna is located in a non-minority suburb of Detroit, the minority students who commute to the college are making a very deliberate choice to attend the institution.

The mission of Madonna University is to instill in its students Christian humanistic values, intellectual inquiry, and a commitment to serving others through a liberal arts education integrated with career preparation and based on the truths and principles recognized within a Catholic tradition. A successful student at Madonna University is one who maintains a cumulative GPA of 2.0 or better while completing a minimum of twenty semester hours per academic year toward completion of the program.

The Educational Access Program for Minority Youth is a tutoring center whose main focus is on assisting Hispanics. As a part of this program, an advisory committee of twenty-five people from the community network extensively with other agencies in the Detroit area to help identify needs, assist with maintenance of a strong funding base, provide role models in the community, and act as both consultants and teachers. Saturday courses for high school juniors and seniors are offered.

In the summer courses are taught on campus to high school juniors and

seniors. The courses are designed to strengthen their math, computer, reading and English skills, as well as to assist them in exploring career options and opportunities and endeavoring to heighten their academic aspirations. Citations, awards, and other forms of recognition are used as incentives. Assistance and counseling for parents is provided for filling out forms and overcoming obstacles which may prevent their children from attending college.

A key focus of the university's mission is preparation for service. Such academic programs as gerontology, hospice care, religious studies, social work, and sign language include a public service component as a prerequisite for graduation. Other programs encourage public service through internships, cooperative education assignments, and student club activities. The university faculty and staff give witness to the value of public service through their example and through providing specialized services to students such as in the services of the Career Resource Center, the Center for Personalized Instruction and the Educational Support Services Program. For example, in 1986-87, educational support services were provided to more than 200 students with one or more physical disabilities which would otherwise have precluded their completion of a college education.

For the year 1988, Madonna University has comparative statistics regarding the distribution of degrees by race. These comparisons are between Madonna University students and all other Michigan students. In most cases, the number of Madonna minority student graduates exceeded those of the minority graduation rates for the state of Michigan. These figures are attributable to the recruitment and retention efforts of Madonna University.

Distribution of Degrees Earned in 1988 by Ethnic Origin

Race	Total Number	Michigan %	Madonna University %
Caucasian	34,801	89.5	91.0
African American	1,914	5.0	6.0
Asian	591	1.5	.8
Hispanic	380	.1	1.5
Native American	123	.3	.3
	38,899		

Between 1975 and 1990, Madonna University increased overall student enrollment from 1,789 in 1975 to 4,440 in 1990, an increase of 139 percent. At the same time, Madonna University increased its minority student population from 199 students in 1975 to 409 students in 1990, an increase of 171 percent. The overall student population for 1988 and 1989 is as follows:

Student Population Distribution 1988/1989

	AFRICAN AMERICAN		HISPANIC		NATIVE AMERICAN		ASIAN		CAUCASIAN	
	1988/89		1988/89		1988/89		1988/89		1988/89	
Freshmen	99	105	12	31	7	4	18	17	1011	965
Soph.	35	40	8	15	1	4	5	6	492	518
Juniors	69	78	13	16	2	0	3	7	806	812
Seniors	90	96	13	15	3	5	8	6	913	949
Totals	293	319	57	77	13	13	34	36	3222	3244
Increases	9%		35%		0%		6%		1%	

In 1988, a team approach was initiated to aid provisionally admitted students. The team, comprised of personnel engaged in academic advising, meets monthly to plan procedures and activities to closely track provisionally admitted or probationary students. Additionally, as indicated above, specialized services are available to students.

In the summers of 1989 and 1990, a five-week College Summer Seminar was planned for incoming minority students so that they could experience the academic and emotional impact of higher education. Students for this program were recruited in the same manner as regular college students. Fifty minority students were accepted into the College Summer Seminar. They were taught and tutored in English composition, developmental math, study skills, and computers. At the completion of the seminar, 34 students enrolled for the fall term; 32 of these students subsequently began their second term of classes. Two students were terminated due to poor performance. In September 1989, 30 students continued their studies.

College Summer Seminar Participants

Ethnicity	1989		1990	
	Began	Completed	Began	Completed
Caucasian	2	2	2	2
African American	30	21	31	20
Hispanic American	17	10	12	10
Native American	0	0	0	0
Asian American	1	1	1	1
	50	34	46	33

Another option, a course entitled College 101, is a one-credit-hour course which focuses on college policies, procedures, and activities. Lectures also featured detailed information on college resources, challenges, leadership, and self-assessment. First year traditional students participated in this course as well.

The Student Life Team consists of the director of admissions, the director of residence, director of campus ministry, director of student activities, director of support services, director of Center for Personalized Instruction, director of Cooperative Education and Placement, director of the Office of Multicultural Affairs, director of athletics, and the vice president for student life. The team meets monthly to update, inform, and generate new ideas, methods, and techniques, and to cooperate in collegiate activities which will improve the quality of campus life. This is an ongoing program. In some cases, instructors urge students to go to the Center for Personalized Instruction to improve their basic skills in reading, writing and mathematics.

An Office of Multicultural Affairs was established in September 1989, to provide services to minority students, and to promote a variety of ongoing efforts to develop positive attitudes of sensitivity and appreciation for cultural diversity on campus. Faculty and staff are utilized as mentors and serve as role models. This has been a mutually beneficial program giving knowledge about and insight into both faculty and students' interests and lifestyles.

The least successful component of the Campus-Wide Retention Program has been the Target Families Program. This involved the families of traditional age (18 to 24) first year students in need of support. Communication with the families was initiated by the college through letters, invitations, newsletters, and telephone calls. Parent-initiated communication was generally the result of a financial or academic crisis. Three reasons have been attributed to the lack of success of this program: 1) parents or spouses felt an incoming student was capable of handling his or her own registration and orientation; 2) parents or spouses had neither the time nor interest to learn about higher education; and 3) parents or spouses felt inadequate and inferior in academic and educational confrontations.

In the summer of 1990, the College Summer Seminar was again conducted. The emphasis, as before, was an intensive five-week session of classes with stress on students' study habits. The 1990 class was more cooperative and studious, although there were several students who saw this as an opportunity to be parent-free and independent. Of the 46 students who enrolled in the program, 34 completed the program, and 33 of these students enrolled at Madonna in September 1990.

Modifications in 1990 included: 1) utilizing both students and staff in planning, rather than just staff; 2) having students sign contracts to ensure their cooperation and participation; and 3) offering additional tutoring sessions to students who requested them.

Madonna University, whose instructors and staff were accustomed to traditional, Caucasian, middle class students, have made a concerted effort to recruit minority students who have capacity for pursuing a college degree, but are academically deficient and economically disadvantaged. Further, the faculty has demonstrated cultural sensitivity and provided services to retain these students through to graduation.

Approximately 200 new minority students have enrolled annually since 1984. The graduation rate for these years has averaged about 21 percent annually. Although an average 21 percent of students has graduated each year, an average 28 percent of those enrolled annually is continuing to pursue a degree. Though difficult to measure accurately, the university has determined there is a greater awareness and acceptance of minority students on campus. In addition the commitment of time and money by the university administration, faculty and

staff, the community involvement by the advisory council, the role modeling provided by the minority members of the advisory council, and a conscious decision to reinforce the institution's mission as a Catholic university are other factors attributable to the success of Madonna University in recruiting and retaining minority students. Through meetings and informal conferences, Madonna University has endeavored to disseminate the model of their program for recruiting and retaining minority students.

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Mount St. Mary's COLLEGE

Mount St. Mary's College, Los Angeles, is a comprehensive institution primarily for women. There are two separate campuses. The original, Chalon campus, is located on a beautiful hilltop in West Los Angeles and has 900 students. The Doheny campus, although located in a poor socioeconomic section of downtown Los Angeles, consists of two city blocks of stately Victorian residences formerly the property of oil magnate Edward L. Doheny. The 300 students on this campus are mostly from minority groups. Of the 1200 students enrolled at Mount St. Mary's College, 56 percent are classified as ethnic: 33 percent Hispanic American, 11 percent African American and 12 percent Asian. The Doheny campus student body, however, is comprised of 57 percent Hispanic American, 20 percent African American, 12 percent Asian, 10 percent Caucasian, and 1 percent Native American. The rate of retention for first-time freshmen returning for their sophomore year is approximately 65 percent with some fluctuation.

A student at Mount St. Mary's is deemed successful if the student transfers from the associate degree program to a baccalaureate curriculum, if the student graduates with an Associate in Arts degree, or if the student is currently enrolled.

The Doheny campus offers a two-year Associate in Arts degree program designed to focus on multicultural issues. Also crucial to the effectiveness of the program are strong student support services, including a very effective Learning Resource Center, and an affirming campus atmosphere. Ninety-eight percent of the students at the Doheny campus are first generation college students with strong personal motivation and a commitment to obtain a good college education in order to prepare for good careers.

Research conducted on this program at Mount St. Mary's indicates that successfully recruiting these students is dependent upon providing financial aid

and assistance at the time of admission. Both students and faculty reported that a warm, trusting environment along with individual faculty and staff attention were vital elements in contributing to the success of these students; these factors created a source of dignity and increased self-worth. Any student who has successfully completed the Associate in Arts degree may transfer to the Chalon campus or to any other four-year institution to complete the baccalaureate degree.

The commitment of the college administration and faculty to minority education at Mount St. Mary's not only includes providing a supportive climate and sense of community, but also counseling and support services. The support services are centered in an extended freshman orientation class and a center where students learn study skills, time management, and problem-solving techniques. The college utilizes a system for continually tracking the program of each student. This includes testing and placement as well as a curriculum designed to meet the individual students' diagnosed needs. This curriculum is reinforced by a competent and dedicated faculty, reliable academic advising, and a library with multicultural holdings.

The principal criterion for admission to the Associate in Arts program at the Doheny campus is the potential for success in college-level study. Many students are high-risk students for whom the program offers an opportunity. For many, English is spoken as a second language.

Recruitment strategies include leadership scholarships (for both campuses) that are made known to prospective students through visits of college representatives to church and community groups. The college has had its minority students go into inner city schools as a means to motivate minority students to attend college.

At the Doheny campus, from 1983 to 1989 the retention rate for first-time freshmen to sophomore year has ranged from 66.2 percent to 73 percent, with an average retention rate of 68.7 percent. Between 1983 and 1989, the number of entering freshmen who attained an associate degree ranged from 11.2 percent in 1983 to 23 percent in 1989. In addition, a continually increasing number of students with associate degrees either transferred to the Chalon campus or to another four-year college. The percentage of students choosing to pursue a bachelor's degree from 1983 to 1989 has steadily increased from 6.7 percent to 24.4 percent.

Fall	Entering Freshmen	Returned Sophomore		Transfer *IPT		Retention		Graduate: Associate Degree		Transferred On	
1983	89	50	56.2%	10	11.2%	60	67.4%				
1984	74	44	59.5%	5	6.8%	49	66.2%	17	23.0%	3	4.1%
1985	115	67	58.3%	17	14.8%	84	73.0%	22	19.1%	26	22.6%
1986	131	82	62.6%	9	6.9%	91	69.5%	28	21.4%	37	28.2%
1987	129	75	58.1%	13	10.1%	88	68.2%	21	16.3%	29	22.5%
1988	112	64	57.1%	13	11.6%	77	68.8%				
1989	99	69	69.7%	11	11.0%	80	80.8%				

* IPT - Inter-Program Transfer from Doheny to Chalon Campus.

As part of the research project, a survey was conducted, and it was the students' perception that the additional services, learning conducive atmosphere and, most importantly, the combined individual student motivation with the faculty and administrative commitment have been the key factors in the successful recruitment and retention of minority students as Mount St. Mary's College. Outcomes were assessed by developing and using the instruments given in the appendix.

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MUNDELEIN COLLEGE OF LOYOLA UNIVERSITY

Mundelein College, newly affiliated with Loyola University in Chicago, has a very successful program for adults. There are 948 students currently enrolled in either the weeklong or weekend program. The student body has a minority population of 30 percent, of whom 19 percent are African American, 8.8 percent are Hispanic, and .01 percent are Native American.

Mundelein has been a member of the Hispanic Alliance, along with DePaul University and Loyola University, and participates in the Hispanic Leadership Development Project, designed to provide access to higher education for Hispanic women between the ages of 30 and 45. The program provides financial aid, individual counseling and tutoring, academic and career counseling, skills development, and special orientation to available resources at the college.

Begun in 1986 with 11 students, the program has grown in three years time to 30 participants, while increasing its retention rate from 70 to 90 percent. Six of the graduates of this program have attended Mundelein. Among these six were the first two participants to graduate from any of the three member colleges.

Hispanic Women's Leadership Program

	Enrollment	Percent Retention	Actual/Anticipated Graduates
1989-90	43	80	78
1988-89	41	92	78
1987-88	24	84	48
1986-87	11	69	2

In general, students of traditional age complete their degree requirements in four years, although some students choose to proceed cautiously to ensure academic success. Many of the students work full-time, and they may take a number of years to complete their degree requirements. Mundelein's primary goal for its students lies in their successful completion of graduation or program requirements.

A number of programs have been instituted to ensure this success. A very strong minority student peer counseling program called STARS (Students Together Are Reaching Success) was instituted for at-risk freshmen. Extensively trained upper-class students work on a one-to-one basis with freshmen program participants. Counseling, tutoring and referral services are provided, as well as social and cultured activities.

***Project STARS**
(Students Together Are Reaching Success)

		* Program Participants		Number Retained	Percent Retained
1989-90	All:	39	All:	35	89
	Minority:	19	Minority:	16	84
	Non-Minority:	20	Non-Minority:	19	95
1988-89	All:	28	All:	19	67
	Minority:	19	Minority:	14	74
	Non-Minority:	9	Non-Minority:	5	55
1987-88	All:	32	All:	16	50
	Minority:	14	Minority:	6	43
	Non-Minority:	18	Non-Minority:	10	55
1986-87	All:	20	All:	10	50
	Minority:	12	Minority:	6**	50
	Non-Minority:	8	Non-Minority:	4**	50

*Program participants are provisionally-accepted freshmen whose ACT/SAT Composite and/or high school GPAs fall below Mundelein's admission requirement. Minority and non-minority students participate. There are numerical discrepancies between this report and the overall admission data due to STARS transfer freshman and regularly admitted students who request participation in the program.

** Anticipated graduates.

The Brunswick African American students career mentor program awards grants-in-aid to ten promising sophomore, junior, or senior students, along with year-long association and activities with an African American mentor in their chosen career area.

In the fall of 1990, a partnership program with Lane Technical High School began, to encourage and assist academically capable but at-risk minority students to complete high school, enter and complete college. This program,

known as the Illinois Partnership for Minority Achievement, includes motivational, remedial, and financial planning.

The Hispanic institute provides a certificate or religious studies graduate degree for Hispanic and non-Hispanic persons preparing to minister to the Hispanic community. There is a four -week intensive summer Spanish language program available for pastoral ministers as well.

All of these programs have been designed not only to recruit but also to retain minority students to graduation.

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THE LAKE
OUR LADY OF THE LAKE UNIVERSITY

Our Lady of the Lake University is a coeducational comprehensive institution located in a predominantly minority community in San Antonio. The university has an enrollment of 2700 students of whom approximately one-third are graduate students, one-third weekend and adult students, and one-third of traditional age (18-21 year old). The majority of the students are commuters with about 400 students living on campus. Women account for three-fourths of the undergraduate student body and two-thirds of the graduate student body.

Of the total student body, 57 percent of the students are Hispanic, 6 percent are African American, 30 percent are Caucasian, 1 percent are international, and 5 percent are other. In the last five years over 80 percent of the incoming freshmen class has been Hispanic, and African American student enrollment has been increasing. Most of the incoming freshmen are from the surrounding area; many are economically and academically disadvantaged. Many of the entering freshmen are first-generation college students as well. The diversity of the university is a reflection of the area and the decision of the college to commit to at-risk students who exhibit potential.

Although Our Lady of the Lake University's student body is predominantly minority, the same assessment methods are used for all students. The following table indicates the overall minority retention rates available for the classes of 1987, 1988, and 1989.

Retention and Graduation Rates

Began in 1983 Total = 181 (persisting or graduated 47 (30%)			
Returned Spring 87=Total 27 (17%)		Graduated Spring 87=Total 22 (13%)	
Hispanic	African American	Hispanic	African American
21 (12%)	3 (2%)	14 (8%)	1 (1%)
Began in 1984 Total = 179 (persisting or graduated 59 (33%)			
Returned Spring 88=Total 31 (17%)		Graduated Spring 88=Total 28 (16%)	
Hispanic	African American	Hispanic	African American
26 (14%)	2 (1%)	17 (9%)	1 (1%)
Began in 1985 Total = 158 (persisting or graduated 50 (32%)			
Hispanic	African American	Hispanic	African American
24 (15%)	1 (1%)	9 (6%)	1 (1%)

The university has had a long standing interest in minority education, which began nearly twenty years ago with the advent of Project Teacher Excellence. This program recruited 40 students from the barrio and prepared them to be teachers. Today many of the teachers have master's or doctoral degrees. One graduate of this program began a model parenting program that has been funded by the Carnegie Foundation. Also, Our Lady of the Lake University was the home of the Hispanic Association of Colleges and Universities, founded in 1986, an organization dedicated to the advancement of postsecondary educational opportunities for Hispanic students. Affiliation with this organization requires the college or university to have a minimum of 25 percent Hispanic enrollment.

Our Lady of the Lake University is committed to the concept of learning as a lifetime endeavor. Thus, the educational program is competence-based in design. Students learn not only for today, but also master competencies which will be applicable in any future circumstances. This program was designed in 1970 and implemented in 1971.

Success at Our Lady of the Lake University for its graduates is defined as the acquisition of the following three goals and competencies:

I. The ability to reflect critically on human communication systems, the natural world, human behavior, culture and social institutions, religious and philosophical questions, aesthetic and human events and ideals.

II. To have developed basic lifetime skills of communication, problem-solving skills, social interaction, values clarification and self-expression which permit continual growth in self-understanding, self-respect, self-motivation, self-direction, and self-realization.

III. The ability to integrate knowledge and lifetime skills to produce a reasoned and consistent world view.

By 1975, the college had developed assessment instruments to validate

competencies which were used until 1979, when Our Lady of the Lake began to use the American College Testing Program's College Outcome Measures Program (COMP).

The American College Testing Program analyzed results of the COMP testing at Our Lady of the Lake University for the years 1984-1988 with particular reference to the statistical "gain" or "value added" shown between ACT/SAT college entry test scores and the COMP tests taken as juniors and seniors. Findings indicated that the competence-based general education program at Our Lady of the Lake University serves Hispanic and African American students even better than Caucasian students. The program at Our Lady of the Lake University has resulted in a greater gain for these students even when compared with seniors in general. This conclusion was based on estimated mean gain scores for Our Lady of the Lake University junior and senior samples from 1984-1987.

1984-1987 Estimated Mean Gain Scores for Our Lady of the Lake University Junior and Senior Sample

African American	15.4
Hispanic	15.7
Caucasian	12.8

Average raw scores gain of 117 senior institutions using COMP = 9.9.

Recent results of the COMP scores indicate that there has been an average gain of 19 points, which is nearly twice the 9.9 average gain shown by the nationwide senior sample. The sample consisted of 154 students for whom gain scores of 13 points or higher were reported over the four-year period. All of these students had ACT or SAT college entry scores available, as well as COMP objective test scores.

TEST SCORE MEANS

		N	Mean
ACT/SAT-E	Overall	154	14.25
	Caucasian	28	18.90
	African American	8	14.13
	Hispanic	114	12.91
COMP GAIN	Overall	154	22.88
	Caucasian	28	20.88
	African American	8	20.50
	Hispanic	114	23.51

	COMP GAIN 4-YEAR SAMPLE	1988 N	1988 %
Gender:	Male	39	25
	Female	115	75
Ethnicity:	Caucasian	28	18
	African American	8	5
	Hispanic	114	74
Age:	20-22	88	57
	23-30	44	29
	over 30	22	14
GPA:	3.5-4.0	9	6
	3.0-3.49	26	17
	2.5-3.0	38	25
	2.0-2.49	68	44
	1.5-2.0	13	8

Standardized Test Scores for the Sample Study as Compared to COMP Gain

The low ACT or SAT-E scores for minority students are consistent with national data. The sample of African American students is considered too small to be reliable.

Our Lady of the Lake University is seeking to determine to what extent the greater than average gains consistently exhibited by Our Lady of the Lake students taking the ACT COMP assessment can be credited to the university. To determine this, the total number of transfer hours and location at which the student took coursework in six standard general education courses was reviewed for each student. Of the 154 students in the sample, 113 (73 percent) were identified as substantially Our Lady of the Lake University educated.

PROPORTION OF GENERAL EDUCATION AT OUR LADY OF THE LAKE UNIVERSITY	N	%
Overall General Education Coursework	113	73
English Composition	104	68
General College Mathematics	124	81
Science Requirement	104	68
Literature Requirement	116	75
Philosophy Requirement	129	84
History Requirement	114	74

The percentages indicate the portion of students who completed the identified coursework at Our Lady of the Lake University. Students who have not been counted in the totals may have tested out of the course, may have taken it elsewhere, or may not have taken it yet.

Based upon the analysis conducted at Our Lady of the Lake University, the unusually high COMP gains reported for Our Lady of the Lake by American College Testing Programs reflect gains attributable to this university rather than to institutions from which the students transferred. The results indicate a significantly high gain for Hispanic students, the predominant ethnic minority at Our Lady of the Lake University.

It is difficult to show the correlation between COMP results and specific courses of study. It is the hypothesis of Our Lady of the Lake University that while curriculum is a definite factor in COMP results, it is neither the sole nor primary cause for COMP gains. A combination of factors including size, curriculum, student life, atmosphere, spirit, student services, administrative and faculty attitude, plus other unknown factors, has been the catalyst for gain.

Our Lady of the Lake University is planning a series of interviews with students who have shown significant gain on the COMP assessment to determine the reasons they have been so successful.

For additional information, contact:
Elizabeth A. Sueltenfuss
President
Our Lady of the Lake University
411 S.W. 24th Street
San Antonio, TX 78285-0001

msj THE COLLEGE OF MOUNT SAINT JOSEPH

The College of Mount Saint Joseph in Cincinnati, Ohio, is sponsored by the Sisters of Charity of Cincinnati and identifies itself as a Christian, educational community. Catholic in tradition, the college is ecumenical in the composition of its faculty, staff, and students. The college is committed to providing an environment and program that fosters liberal education with a career orientation. It has an enrollment of 2,200 students with a minority enrollment of 5 percent African American students. The college attempts to fulfill its mission by addressing the needs of qualified students of differing interests, plans, expectations, and ages. In so doing, the college places particular emphasis on the recruitment of African American women for the liberal studies program for adults. There is an office for African American student affairs which is responsible for developing and administering functions and programs to help African American students pursue an excellent educational experience.

The college has a strong teacher preparation program that requires courses in learning to deal with cultural diversity along with field placements in a variety of settings. These placements are done in conjunction with a seminar in which issues of cultural diversity are addressed. The classroom management course is taught in an alternative school in an urban setting.

Despite a slight nationwide increase in the number of African American high school graduates, the percentage of African American students entering and graduating from colleges and universities has been declining. In Ohio, and specifically in Cincinnati, the figures are especially low. In Ohio, in 1984, African American citizens represented 11 percent of the state's population, but only 7.9

percent of the college population. In Cincinnati, African Americans constituted 34 percent of the population, while the total African American student enrollment at the five four-year colleges serving the city was 7.7 percent. One of the reasons cited for low African American enrollment is the inconsistent and inefficient attempt at the high school level to make African American students aware that a college education is an attainable option leading to success in a professional career. A comparison of high school graduates enrolling in college illustrates the problem.

(USA) High School Graduates and College Enrollments of 18 and 19 Year-Olds: October 1973 to October 1984

	African Americans	Caucasians
1973	34.5%	45.4%
1984	38.5%	54.9%

(Solomon, Arbeiter. "Black Enrollments" *Change*, May/June 1987, p. 16).

African American Population and College Enrollment

	Ohio		Cincinnati	
	% of Population	Enrolled In College	% of Population	Enrolled In College
1984	11%	7.9%	34%	7.7%

Project SCOPE (Summer Collegiate Orientation Program and Enrichment) was developed to help combat this situation. Initiated in 1987, Project SCOPE is a three-year summer residential program designed to prepare African American high school sophomores academically for entrance into college, and to help them overcome social and cultural anxieties which may confront African American college freshmen. This career orientation program draws 250-300 high school students to campus annually to listen and talk to African American professionals from the fields of education, the arts, science, business, and nursing.

Twenty-six African American students from college preparation programs are selected to participate in SCOPE, a comprehensive bridge program. An equal number of males and females are chosen. For their sophomore summer they spend one week living on campus and participating in classes, workshops and rap sessions designed to meet the needs of the students. Participants earn college credit at the College of Mount Saint Joseph applicable after high school graduation; credits also are transferrable to another college of their choice. Throughout the next school year, the student has an ongoing academic experience along with personal follow-up mentoring by a volunteer professional. In addition, each mentor helps the student select appropriate college preparation courses and facilitates the student's successful entry into college.

In their junior and senior summers, the students live on campus for two weeks, taking a sociology class along with written and oral communication

classes. Again, the students who complete the program will have earned six hours college credit at the College of Mount Saint Joseph, which can be applied there or be transferred. These classes are rigorously taught, and the student is expected to rise to the academic challenge.

Although the ultimate goal is to graduate participants from the four-year colleges or universities of their choice, project SCOPE encompasses three subordinate goals:

1. To provide a simulated college experience allowing participants to encounter and gradually begin the process of adjusting academically and socio-culturally to the college environment.
2. To provide participants with ongoing academic and personal follow-up support throughout their high school experience.
3. To help students develop the necessary self-confidence needed to succeed.

Of the 26 students in the initial group which began in June 1987, 24 (92 percent) returned for the second year; 21 (88 percent) returned for the third year; and all remaining 21 (100 percent) have enrolled in college.

In June 1988, of the 23 students who entered the program, 17 (74 percent) returned the second summer; 16 (94 percent) returned for the third summer, with all 16 (100 percent) enrolling in college. In June 1989, 29 students began the program with 17 (59 percent) returning for the second summer which was the summer of 1990. No further statistics are available for this group at this time.

PROJECT SCOPE
PROGRAM RETENTION RATES

	Number Entering	2nd Year	3rd Year	College
June 1987 Retention	26	24 (92%)	21 (88%)	21 (100%)
June 1988 Retention	23	17 (74%)	16 (94%)	16 (100%)
June 1989 Retention	29	17 (59%)		
June 1990	28			

The ultimate definition of success for students at Mount St. Joseph is to complete the requirements for a baccalaureate degree. The ultimate goal for the students of Project Scope is to complete high school, enroll in college, and complete the requirements for a baccalaureate degree. The initial Project Scope students are currently college juniors anticipating graduation in June 1993. The college has had a very high success rate. Many choose to go to the College of Mount Saint Joseph although this is not a requirement.

The SCOPE graduate exit questionnaire indicates that the encouragement of faculty and staff received by the students stimulated their motivation and

resolve. Most felt their growth in self-confidence was another critical benefit. The mentoring by volunteer professionals and the warm caring environment of the campus were all factors which made a significant difference in the students' life goals and expectations.

For additional information, contact:
Brenda B. Kennedy
Black Student Affairs
College of Mount St. Joseph
Mount St. Joseph, OH 45051

APPENDIX A

INSTITUTIONAL READINESS ASSESSMENT

MINORITIES ASSESSMENT PROJECT

MOUNT ST. MARY'S COLLEGE

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This questionnaire is intended for the use of the personnel of colleges that are considering diversifying their enrollment on the campus, notably to include members of racial and ethnic minorities. It will be useful also for personnel in colleges that have accepted a diverse student body and wish to evaluate their institutional strengths to accommodate such diversity.

In this context, racial and ethnic minorities are usually considered to be Hispanic, Black, Asian, and Native American.

DIRECTIONS: Please answer each one of the items, if possible. Use the "no knowledge" category sparingly. Some items may seem to pertain to the education of all the students, but they are especially significant in the education of minorities. Rate the item *AS A WHOLE*, as you make your assessment.

SCALE: **0 (no knowledge)**
1, 2 (not descriptive)
3, 4 (somewhat descriptive)
5, 6 (very descriptive)

A. **INSTITUTIONAL COMMITMENT**

1. The mission statement of the College expresses the commitment of the College to the education of all qualified applicants, including the members of racial and ethnic minorities.

0	1	2	3	4	5	6

2. The Board of Trustees of the College has made an informed commitment to the education of the minorities at the College.

0	1	2	3	4	5	6

3. The chief administrators of the College have made an informed commitment to the education of the minorities at the College.

0	1	2	3	4	5	6

SCALE: **0 (no knowledge)**
1, 2 (not descriptive)
3, 4 (somewhat descriptive)
5, 6 (very descriptive)

4. The faculty of the College are aware of the impact of diversifying the student enrollment and are generally in support of it.

0	1	2	3	4	5	6

5. The College will spend/has spent additional funds, principally for scholarships, in the support of a diversified student body.

0	1	2	3	4	5	6

6. Students and alumnae, as well as the College staff, are supportive of the efforts of the College to educate minority students.

0	1	2	3	4	5	6

B. CULTURE/CLIMATE

7. The campus climate is friendly and caring, and one in which students feel welcomed and valued for themselves.

0	1	2	3	4	5	6

8. Individuals on the campus take a personal interest in students, and affirm students as persons in terms of potential, gifts, and uniqueness.

0	1	2	3	4	5	6

9. Minority faculty members and staff are well represented on the campus.

0	1	2	3	4	5	6

10. Cultural awareness sessions are held for administrators, faculty members and support staff.

0	1	2	3	4	5	6

SCALE: **0 (no knowledge)**
1, 2 (not descriptive)
3, 4 (somewhat descriptive)
5, 6 (very descriptive)

11. The orientation program for students emphasized cultural sensitivity as a part of its content.

0	1	2	3	4	5	6

12. Required courses focus on sensitivity to minority cultures.

0	1	2	3	4	5	6

13. There is a close working relationship between the academic affairs administration and student affairs staff in planning and monitoring all student services.

0	1	2	3	4	5	6

14. Campus social and cultural educational organizations produce a program which includes the celebrating of the international and multicultural heritages of the students.

0	1	2	3	4	5	6

C. **ACCESS/ADMISSIONS**

15. The institution has identified high schools with a high concentration of minorities for priority in the recruitment of students.

0	1	2	3	4	5	6

16. The staff in the Admissions Office has been trained, through workshops, consultants, etc., as to the strategies to be employed in the recruitment of minority students.

0	1	2	3	4	5	6

17. The College conducts financial aid workshops for prospective students and their parents as an essential component of the recruitment process.

0	1	2	3	4	5	6

SCALE: **0 (no knowledge)**
1, 2 (not descriptive)
3, 4 (somewhat descriptive)
5, 6 (very descriptive)

18. The College has provided a direct phone access to the Admissions Office, without the student incurring long-distance charges.

0	1	2	3	4	5	6

19. College staff assist students and parents to complete financial aid forms and other forms necessary to admission and/or enrollment.

0	1	2	3	4	5	6

20. Need-based financial aid is made available to minority students.

0	1	2	3	4	5	6

21. The College has flexible admissions standards and the admission of minority students is handled case by case, with the potential for success as the chief criterion for admission.

0	1	2	3	4	5	6

22. The College will/does admit a sufficient number of minority students, so that they have a supportive cohort on the campus.

0	1	2	3	4	5	6

23. A summer skills program is available, and minority may be required to complete such a program when appropriate.

0	1	2	3	4	5	6

24. The College has established realistic dates for submission of forms for admission and enrollment and does not expect advance payments for enrollment from minority students.

0	1	2	3	4	5	6

SCALE: **0 (no knowledge)**
1, 2 (not descriptive)
3, 4 (somewhat descriptive)
5, 6 (very descriptive)

D. ACADEMIC PROGRAMS

25. All entering students are pre-tested and placed in an appropriate course sequence based on test results.

0	1	2	3	4	5	6

26. Students who are inadequately prepared in literacy skills and/or mathematical skills are tested after each skills course and are given schedules appropriate to the progress they have made.

0	1	2	3	4	5	6

27. A special orientation course, or freshman seminar, is required for at least one semester of every freshman or transfer student.

0	1	2	3	4	5	6

28. There is an early warning system by which students are alerted to possible academic difficulties and receive timely advice and assistance.

0	1	2	3	4	5	6

29. Intensive academic advising and/or mentoring is provided to all minority students for at least their first year of attendance.

0	1	2	3	4	5	6

30. Opportunities have been provided to prepare faculty in teaching methodologies other than the lecture method.

0	1	2	3	4	5	6

31. Academic standards are maintained in all classes, even though the teaching methodologies may vary.

0	1	2	3	4	5	6

SCALE: **0 (no knowledge)**
1, 2 (not descriptive)
3, 4 (somewhat descriptive)
5, 6 (very descriptive)

32. A Learning Center, open at least some evenings, provides students the opportunity for individual and peer tutoring.

0	1	2	3	4	5	6

33. Some students are required to study and/or receive assistance in the Learning Center.

0	1	2	3	4	5	6

34. There is a provision on campus for all students to become computer-literate before graduation.

0	1	2	3	4	5	6

35. Some classes are held in late afternoon or evening to accommodate working students.

0	1	2	3	4	5	6

36. Two-year degrees (Associate of Arts) are available to all students.

0	1	2	3	4	5	6

E. **STUDENT SERVICES**

37. The College has a career advisement service with information files and with the services of a career counselor.

0	1	2	3	4	5	6

38. Students have access to personal counselors to handle problems other than academic.

0	1	2	3	4	5	6

SCALE: 0 (no knowledge)
1, 2 (not descriptive)
3, 4 (somewhat descriptive)
5, 6 (very descriptive)

39. Students have access to adequate health and physical fitness services and/or classes.

0	1	2	3	4	5	6

40. The College maintains a library with holdings that feature ethnic cultures and histories.

0	1	2	3	4	5	6

41. All students, including minority students, have access to a file with sources of information on the courses in which they are enrolling; e.g., course abstracts, course syllabi, previous examinations, course tests, etc.

0	1	2	3	4	5	6

42. Student achievement, including minority students, is recognized through personal letters, phone calls, publications, and/or honor roll lists.

0	1	2	3	4	5	6

SCORING

To determine your final score, add up the total of scores and enter this number as **(a)** (a)_____

Indicate the number of items which you rated as **0 (no knowledge)**, and enter this number as **(b)** (b)_____

Multiply **(b)** by 3.5, and enter as **(c)** (c)_____

Add **(a)** and **(c)** and enter as **Final Score** *Final Score:* _____

KEY

FINAL SCORE:	210 - 250+	Excellent to High
	170 - 209	Above Average to Average
	110 - 169	Below Average to Poor

These scores are indicative of your commitment to accept and/or maintain a diversified student body on your campus. Your score also may tell you that

some levels of the campus are very committed, but that this information has not been shared nor internalized by all significant persons on the campus.

Regardless of your score, study the items carefully to determine those in which you score low. Also, pay careful attention to items which were rated **0 (no knowledge)** by a large number of responders. These items should become primary areas of concern, and probably some corrective actions are indicated.

If this form is to be administered to a number of groups on campus, such as Board of Trustees, faculty, and administrators, it is helpful to study separately the responses of each group.

MOUNT ST. MARY'S COLLEGE

DOHENY CAMPUS

FACULTY/STAFF SURVEY

DECEMBER, 1989

Copyright 1990, Mount St. Mary's College

Dear Participant,
You are asked to complete this **Questionnaire** as an essential component of the **Assessment Project** which is presently being conducted on the Doheny Campus. The information which is collected will be used to evaluate and improve the programs provided by Mount St. Mary's College. Students who are currently enrolled in the Associate in Arts degree program at Doheny, or who have transferred to the Chalon campus from Doheny, are asked to complete a similar questionnaire. Comparison of responses will be a part of the analyses of the study.

YOUR COOPERATION IS VERY MUCH APPRECIATED. *WE NEED YOUR RESPONSE.*

Instructions: CIRCLE the number of your response or FILL IN the blank. If the item does not apply to you, you should write in N/A (Not Applicable). Please *do not skip any items.*

A. Name (optional) _____

B. **CIRCLE** your response:

Faculty member 1
Staff/Administrator 2

C. How many semesters (including the present semester) have you taught and/or worked at Mount St. Mary's College?

Chalon		Doheny (undergraduate only)	
	1		1
	2		2
	3		3
	4		4
	5		5
(Six or more)	6	(Six or more)	6

D. Sex

Female 1
Male 2

E. Do you speak any other language other than English?

Yes 1
No 2

If so, what languages?

Spanish	1
French	2
German	3
Japanese	4
Other	5

Please consider the importance of each of the following factors and/or programs as contributing to the educational achievement of the Associate in Arts student of Mount St. Mary's College. Rate *each* of the items as you perceive these to exist on the Doheny Campus at present.

4 = Very Important 3 = Important 2 = Unimportant 1 = Very Unimportant
0 = Unable to Judge

1. Campus climate of warmth, trust and general caring	4	3	2	1	0
2. Concern felt for students personally and for their individual needs	4	3	2	1	0
3. Individual attention to students by faculty and/or staff members	4	3	2	1	0
4. General expertise of faculty	4	3	2	1	0
5. Clear, direct and easily-understood teaching methods employed by the faculty	4	3	2	1	0
6. Responsiveness of the faculty to students' questions and to requests for further clarification	4	3	2	1	0
7. Amount of outside study required by the faculty	4	3	2	1	0
8. Availability of reliable academic advisement	4	3	2	1	0
9. General services provided by the Learning Resource Center	4	3	2	1	0
10. Helpfulness of the staff in the Learning Resource Center	4	3	2	1	0
11. Individual testing and placement in appropriate courses	4	3	2	1	0
12. Collection of books and other materials in the Doheny Library	4	3	2	1	0
13. Helpfulness of the staff in the Doheny Library	4	3	2	1	0
14. Campus opportunities for enrichment through activities related to multi-cultural concerns	4	3	2	1	0
15. Required Social Action Program (or alternatives, where appropriate)	4	3	2	1	0
16. Freshman Orientation Class (Group Experience Seminars)	4	3	2	1	0
17. Information provided about academic standing and/or progress (Early Warning System)	4	3	2	1	0
18. Stated philosophy of Mount St. Mary's College, as formulated by its founders, the Sisters of St. Joseph of Carondelet; its emphasis on education as ministry	4	3	2	1	0

Please select five of the above items which you judge most important to the achievement of the students of Mount St. Mary's College, Doheny Campus. Place the number of the items below, with the most important item noted on the far left line, and continuing through the next four which you consider important.

_____ _____ _____ _____ _____

(Most important)

Please rate each of the following non-academic factors as you judge these to be important to the satisfaction and persistence of the students who enroll in the program of Mount St. Mary's College, Doheny Campus.

4 = Very Important 3 = Important 2 = Unimportant 1 = Very Unimportant
0 = Cannot Rate

1. Sense of community experienced at Mount St. Mary's College, Doheny	4	3	2	1	0
2. Opportunity on the campus for religious faith-sharing experiences	4	3	2	1	0
3. Availability of the Campus Minister and the activities of the Campus Ministry Center	4	3	2	1	0
4. Campus climate provided by an all-women student body	4	3	2	1	0
5. Social life of the college	4	3	2	1	0
6. Associated Student Body and its role in all-college decision-making	4	3	2	1	0
7. Quality of counseling and/or instruction toward personal growth and development	4	3	2	1	0
8. Campus climate which encourages study and learning	4	3	2	1	0
9. Shuttle service between the two campuses	4	3	2	1	0
10. Services of the Career Center	4	3	2	1	0
11. Campus housing	4	3	2	1	0
12. Quality of student support services, including Food Service, Bookstore, Registrar's Office, and Business Office	4	3	2	1	0
13. Adequacy of counseling through the Financial Aid Office	4	3	2	1	0

Please select five of the above items which you judge most important to the satisfaction and persistence of the students of Mount St. Mary's College, Doheny Campus. Place the number of the items below, with the most important item noted on the far left line, and continuing through the next four which you consider important.

_____ _____ _____ _____ _____

(Most important)

Comments: (Please use back of the paper, if necessary)

MOUNT ST. MARY'S COLLEGE

1989 STUDENT SURVEY

Copyright 1990, Mount St. Mary's College

Dear Student,

All of the information collected in this **Survey** will be kept confidential. It will only be used to evaluate the programs provided by **Mount St. Mary's College**. Your cooperation is very much appreciated.

INSTRUCTIONS: *CIRCLE* the number of your response or *FILL IN* the blank. If an item does not apply to you, you should write in *N/A* (not applicable). **DO NOT SKIP ANY ITEMS.**

A. Social Security Number _____ - _____ - _____

B. Birth Date_____/_____/_____

C. Major field of concentration (A.A. degree):

Business	1	Pre-Health Science	4
Early Childhood Education	2	Physical Therapist Assistant	5
Liberal Arts	3	Other	6

D. CIRCLE your response:

Full-time student	1	Part-time student	2

E. CIRCLE your response:

Commuter student	1	On-campus resident student	2

F. CIRCLE your response:

Marital status: Single	1	Married	2

G. Did either of your parents complete high school?

Yes	1	No	2

Have any of your brothers or sisters attended college?

Yes.	1	No	2

Has anyone in your family completed a B.A. degree?

Yes	1	No	2

Has anyone in your family completed an A.A. degree?

Yes	1	No	2

What language(s) is (are) spoken in your home?

English	1	Spanish.	2

Other:_____ 3

I. CIRCLE as many as apply: Ethnic Identity:

Black/Afro-American 1	Causacian/White 4	Mexican/American 7
Asian-American 2	Latina/Hispanic 5	Other_____ 8
Indo-Chinese 3	American Indian 6	

J. How many semesters (including the present semester) have you attended **Mount St. Mary's?**

....1 ....2 ....3 ....4 ....5 Six or more....6

K. Please rate each of the following services and/or programs provided for you at **Mount St. Mary's College, Doheny Campus.**

4 = Excellent 3 = Good 2 = Marginal 1 = Poor
0 = Cannot rate (did not participate)

1. Campus climate of warmth, trust and general caring	4	3	2	1	0
2. Concern felt for you personally and for your individual needs	4	3	2	1	0
3. Individual attention to students by faculty and/or staff members.	4	3	2	1	0
4. General expertise of faculty	4	3	2	1	0
5. Clear, direct, and easily-understood teaching methods employed by the faculty	4	3	2	1	0
6. Responsiveness of faculty to questions and to requests for further clarifications	4	3	2	1	0
7. Amount of outside study required by the faculty	4	3	2	1	0
8. Availability of reliable academic advisement	4	3	2	1	0
9. General services provided by the Learning Resource Center	4	3	2	1	0
10. Helpfulness of the staff in the Learning Resource Center	4	3	2	1	0
11. Individual testing and placement in appropriate courses	4	3	2	1	0
12. Collection of books and other materials in the Doheny Library	4	3	2	1	0
13. Helpfulness of the staff in the Doheny Library	4	3	2	1	0
14. Campus opportunities for enrichment through activities related to multi-cultural concerns	4	3	2	1	0
15. Required **Social Action Program** (or alternatives, where appropriate)	4	3	2	1	0
16. **Freshman Orientation Class** (Group Experience Seminars)	4	3	2	1	0
17. Information provided about academic standing and/or progress (Early Warning System)	4	3	2	1	0

18. Please select *five* of the above items which you judge to be the most important to your achievement as a college student and/or to your determination to continue at **Mount St. Mary's College**. Place the number of the items below, with the most important item noted on the far left line, and continuing through the next four which you consider important.

_____ _____ _____ _____ _____

(Most important)

L. Please rate your satisfaction with the opportunities provided to you at **Mount St. Mary's College** during your attendance here.

4 = Very satisfied 3 = Satisfied 2 = Not satisfied 1 = Very dissatisfied
0 = Cannot rate (did not participate)

Opportunity	to meet with an advisor					
"	to meet with instructors	4	3	2	1	0
"	to meet with administrators	4	3	2	1	0
"	to meet with students of similar interests	4	3	2	1	0
"	to study on the campus	4	3	2	1	0

M. Please rate each of the following factors as important to you in helping you to decide to pursue a college education at **Mount St. Mary's College, Doheny Campus**.

4 = Very important 3 = Important 2 = Unimportant 1 = Very unimportant
0 = Cannot rate

1. Desire to obtain a college education	4	3	2	1	0
2. Desire to qualify for a good position	4	3	2	1	0
3. Teacher/counselor recommended **Mount St. Mary's College**	4	3	2	1	0
4. Reputation of **Mount St. Mary's**	4	3	2	1	0
5. Information about **Mount St. Mary's College** provided before you decided to enroll	4	3	2	1	0
6. *Monday at the Mount* program	4	3	2	1	0
7. High School Visits (busing program)	4	3	2	1	0

8. Summer Skills program 4 3 2 1 0

9. S.T.E.P. Pre-college program 4 3 2 1 0

10. Amount of financial aid offered by **Mount St. Mary's College/Doheny** 4 3 2 1 0

11. The interest and assistance provided to you by the staff of the Admission Office 4 3 2 1 0

12. A specific program or specialization offered at **Mount St. Mary's/Doheny**.. ..... 4 3 2 1 0

N. Please rate each of the following factors you experienced on the Doheny Campus as important to you in helping you to decide to continue your college education at **Mount St. Mary's**, either on the Chalon or the Doheny campus.

4 = Very important 3 = Important 2 = Unimportant 1 = Very unimportant
0 = Cannot rate

1. Sense of community experienced at **Mount St. Mary's College/Doheny Campus** 4 3 2 1 0

2. Opportunity on the campus for religious faith-sharing experiences 4 3 2 1 0

3. Availability of the Campus Minister and the activities of the Campus Ministry Center 4 3 2 1 0

4. Campus climate offered by an all-women student body 4 3 2 1 0

5. Social life of the College 4 3 2 1 0

6. Associated Student Body and its role in all-college decision-making 4 3 2 1 0

7. Quality of counseling and/or instruction toward personal growth and development 4 3 2 1 0

8. Campus climate which encourages study and learning 4 3 2 1 0

9. Shuttle service between the two campuses 4 3 2 1 0

10. Services of the Career Center. 4 3 2 1 0

11. Campus housing 4 3 2 1 0

12. Extent of financial aid available to you 4 3 2 1 0

13. Extend of financial aid counseling 4 3 2 1 0

14. Quality of student support services, including Food Service, Bookstore, Registrar's Office and Business Office 4 3 2 1 0

15. Communication on campus, including *Doheny Happenings* 4 3 2 1 0

16. Please select *five* of the above items which you judge to be most important to your decision to continue your college education and to continue it at **Mount St. Mary's College**. Place the number of the items below, with the most important item noted on the far left line, and continuing through the next four which you consider important.

_____ _____ _____ _____ _____

(Most important)

O. Compared to when you entered **Mount St. Mary's College**, how would you rate yourself in these various areas:

4 = Much stronger 3 = Stronger 2 = No change 1 = Weaker 0 = Much weaker

1. Ability to think logically 4 3 2 1 0
2. Ability to work independently 4 3 2 1 0
3. Confidence about academic skills 4 3 2 1 0
4. Determination to obtain an A.A. degree 4 3 2 1 0
5. Determination to obtain a B.A. degree 4 3 2 1 0
6. Ability to use library resources 4 3 2 1 0
7. Ability to write clearly and correctly 4 3 2 1 0
8. Knowledge and skills for a career and/or a job .. 4 3 2 1 0
9. Awareness and appreciation of cultures other than your own 4 3 2 1 0
10. Appreciation of your own culture 4 3 2 1 0
11. Understanding of scientific work 4 3 2 1 0
12. Ability to use computer and word-processor 4 3 2 1 0

P. What are the most important strengths of **Mount St. Mary's College/ Doheny** for you?

Q. What do you believe needs change or improvement at **Mount St. Mary's College/Doheny**?

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